Department of Education
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 055 Henry M. Boehm

Elementary School R055

54 Osborne Street
Staten Island
NY 10314

Principal: Sharon Fishman

Date of review: January 28, 2016
Lead Reviewer: Jennifer Eusanio

The School Context

P.S. 055 Henry M. Boehm is an elementary school with 638 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 2% Asian, 0% Black, 11% Hispanic, and 85% White students. The student body includes 2% English Language Learners and 19% students with disabilities. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 94.8%.

School Quality Criteria

Instructional Core		
To what extent does the school…	**Area of:**	**Rating:**
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	**Additional Findings**	**Proficient**
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson *Framework for Teaching*, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	**Additional Findings**	**Proficient**
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	**Focus**	**Proficient**
School Culture		
To what extent does the school…	**Area of:**	**Rating:**
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	**Additional Findings**	**Well Developed**
Systems for Improvement		
To what extent does the school…	**Area of:**	**Rating:**
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	**Celebration**	**Well Developed**

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed

Findings
The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened instructional capacity and have promoted the implementation of the Common Core Learning Standards. Effective teacher leadership in teams plays an integral role in key school decisions.

Impact
School-wide instructional coherence and teacher decisions positively affect student learning and increase achievement for all learners.

Supporting Evidence

- Teachers meet weekly in grade-level inquiry teams and utilize multiple protocols as part of their six to eight week cycle work including establishing norms, including an adapted consultancy protocol for looking at student work and templates to capture clarifying and probing questions. Teams analyze student work from pre and post assessments using an identifying gap strategy. Discussions include how students are progressing on targeted grade-level Common Core Learning Standards aligned with the school's goals. Results and revisions to units of study are shared with other staff members using an online tool.

- During a grade 2 team meeting, teachers used an adapted consultancy protocol to discuss a targeted bottom third student's responses on a recent assessment. The teachers discussed the student's reading and writing strengths and identified gaps in the areas of main idea and supporting details. The team determined that the best strategies to support the student would be to use a color coding strategy and tree map. A review of school documents reflect that these strategies have been shared at other inquiry meetings in the school. Student work reflects how application of the color coding strategy has assisted other students with similar difficulties. The team decided for their next meeting to continue to look for similar gaps in other student work and discuss how these recommended strategies improve the quality of writing.

- There are several teacher leadership structures in place including the Impact, Danielson Cluster and Teacher Leader teams. Teachers on these teams receive content and facilitative leadership strategies training, which they implement in teams across the school. The Impact team has taken initiative to revise units of study towards the school's focus on developing learning progressions, targets and success criteria across the school this year. On Mondays, the team reviews student data from inquiry teams, and revises units with a focus on what students need. Some target English Language Arts (ELA) skills have been on writing claims, using text evidence, and developing strong conclusions. Impact team teachers reported that ideas and strategies are communicated during this time. One teacher stated, "This is one of the favorite teams I have ever been on due to the fact that there is regular communication with other grades, we develop a common language across the school and work to ensure there is consistency in making teachers more knowledgeable of their practices and routines."

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings
Teachers use assessments, grading policies and rubrics that are aligned to the curricula as well as incorporate ongoing checks for understanding and self-assessment practices but do not yet offer a clear picture of student mastery and varied approaches across the vast majority of classrooms.

Impact
Students are in the process of using their feedback in a meaningful way to ensure full awareness of their next learning steps.

Supporting Evidence

- The school uses assessments, rubrics and performance tasks from *ReadyGen* and *Go Math!* to measure student performance in ELA and math. In addition, they use unit assessments, rubrics and other exams from *The Full Option Science System* (*FOSS)* and *Houghton Mifflin* for science and social studies. All assessments are aligned to the curricula and the Common Core Learning Standards. The school's grading policy contains performance levels 1-4 that are reflected on rubrics and student work.

- During a student meeting, only some students were able to provide clear next steps and state the purpose and how they have used their feedback in other ways. For example, one student's feedback was to work on punctuation and spelling using a dictionary. Another student was asked to work on problem solving by making their own word problems for homework. Although some students were able to state how they have used color coding and stoplight strategies across other content areas when writing, only a few students were able to share the relevance of their feedback and how they have used it to support their growth in other subject areas.

- Teachers use conferring and small group instruction to determine student difficulty. Criteria are listed to aid teachers with supporting students in small groups and to help students with self-reflection to understand what they need to do in order to be successful on a task. In a grade 3 literacy class, students were able to use the success criteria to state that in order to be successful they had to closely read with a partner to annotate a text, identify pros and cons and support their opinion with valid evidence from the text. However, some students were not able to provide reasons for how this would help them improve their skills within the current unit of study. Similar responses were provided by other students in other classes.

Additional Findings

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed

Findings
School leaders consistently communicate and provide training on high expectations to the staff. The staff effectively communicates expectations and successfully partners with families to support student progress toward school-wide expectations.

Impact
A culture of mutual accountability and family partnerships lead all students toward a path to college and career readiness.

Supporting Evidence

- School leaders provide professional training through teacher teams, workshops and other meetings to support teachers on the school's instructional focus. Topics include building success criteria, revising learning targets, and rigorous learning. The goal is to develop self-directed, independent thinkers. During one faculty conference, the administration shared their expectations, goals and instructional focus and provided teachers an opportunity to analyze data to determine which standards to address in ELA and math in order to revise their units of study. Danielson Cluster and Impact team members as well as Teacher Leaders work with teachers across the school to help clarify the school's expectations. Teachers reported that these team members serve a role in assisting them with developing child friendly success criteria objectives for students.

- Multiple structures such as a staff handbook, emails, professional training plans, calendars and observation feedback all serve to communicate school-wide expectations. In one feedback report, the next step asked that the teacher model how to self or peer assess. Another report shared that the teacher should review lesson plans to ensure clarity around learning intentions, their relevance and the success criteria as well as recommended an Impact staff member to assist with these revisions. The report also suggested that the teacher use a rubric as a model during the lesson to ensure students understand how to meet the lesson objective. In addition, teachers report that focused intervisitations on using success criteria assist in obtaining strategies, feedback and teaching methods towards the school's goal.

- Parents reported that tools such as emails, the school website and school messaging services provide information on school-wide events. One parent shared how end of year articulation meetings with teachers in the following year provide parents with information on how to help their children prepare for the next grade level. Another parent stated, "During this meeting I was told that my child needs to know how to understand text-based questions and use details to be successful in fifth grade." Other parents shared how teacher conferences and tools that the teachers provide help them with their child at home. Several parents reported how their child has progressed in reading levels and math concepts.

Quality Indicator:	1.1 Curriculum	Rating:	Proficient

Findings
School leaders and faculty ensure that the school's curricula are aligned to the Common Core Learning Standards, integrate instructional shifts and emphasize rigorous habits for all student subgroups.

Impact
Purposeful decisions lead to a rigorous curricula that promotes college and career readiness for all students.

Supporting Evidence

- In addition to their school-wide ELA and math core programs, the school supplements resources from *Engage NY* for both subject areas and *Exemplars* for math. In science, they utilize *FOSS* along with supplementary *Science*, *Technology*, *Engineering*, *and Math Education (STEM)* resources and in social studies, the *Houghton Mifflin* program. All curricula is aligned with the Common Core Learning Standards and content standards. This year, as part of a school initiative, teachers are revising units of study targeting specific standards based on school-wide performance data. Units of study and lesson plans reflect learning targets from multiple grades to reflect clear intentions aligned to the standards. A grade 5 ELA unit reflects an alignment to standard 5.R.1 on quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from a text. The unit targets key skills and contains learning progression targets for grades 4 and 6, and contains the relevant big idea for the unit. A review of other units across grades reflects similar features yet focuses on different skills.

- Units of study and tasks target instructional shifts such as the use of fiction and nonfiction texts, citing evidence and text complexity for ELA. In one grade 3 lesson plan, the success criteria and learning objectives reflected a focus on annotation strategies and synthesizing ideas to develop an opinion using valid evidence from a text. In a grade 1 social studies lesson plan, students were required to compare details from a fiction book, *Saruni's Home*, with photo images and a map from *Google* images. In math, lesson plans reflect the use of fluency and application. In a grade 5 lesson plan, students are required to engage in team talk to discuss and apply their knowledge of problem solving using real world problems that are aligned to the instructional shift of application.

- Unit and lesson plans reflect the use of learning intentions and prompts aligned with Webb's *Depth Of Knowledge* (DOK) Levels 3 and 4. In a grade 2 lesson plan, the task reflects a discussion question, "Is adaptation important for survival?" and uses *STEM* skills where students are required to explore a topic and evaluate problems. In a grade 5 literacy plan for book clubs, the task includes prompts such as "How does the point of view of the author affect his presentation of the story?" and "How might a person with a different point of view, beliefs and experiences describe the topic differently?" Students then engage in a carousel brainstorm where they move around adding their ideas and evidence based on the topic or book presented.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient

Findings
Teaching strategies consistently provide multiple entry points for students in appropriately challenging tasks. High levels of student thinking and participation are evident across classrooms.

Impact
Student work products and discussions reflect higher order thinking and engagement for all learners.

Supporting Evidence

- Group work and student discussion were evident in many classes across the school. In a grade 2 class, students engaged in leveled discussion groups after reading and annotating a nonfiction text, *On the Farm*, to determine the main idea and find supporting details. Each student had a role in their group and synthesized information using text features and supporting details. One student stated, “If the animals didn’t have instinct, they wouldn’t know if an animal were to attack them.” Another student responded, “They need to know their surroundings and adapt to them in order to survive when animals attack.”

- In a grade 5 math class, students worked on leveled *Exemplar* tasks based on their performance levels. Students worked together using their class protocol to discuss the meaning of their problem, list vocabulary, determine how to solve it, and explain steps taken. The groups chose from several different strategies to represent their problem including using models, diagrams, tables or charts and a number line. In one group, the students started working with the word problem and another stated, “Let’s do this in order to follow the steps of our protocol correctly.” After observing a student solving the problem, a group member suggested, “maybe we should map it out vertically. It will be easier to solve that way and we won’t have to crunch the numbers together.” In another group with a more difficult problem, students grappled with the larger numbers presented and decided to try creating a table versus a model to represent their problem.

- In a grade 4 science class, several teacher to student questions were asked after students were attempting to put together a series circuit. The teacher asked the whole class questions where some students answered, “It’s broken.” and “The battery doesn’t work.” Many of the questions were teacher directed. Similarly, in a grade 1 social studies class, the teacher directed questions to the whole class such as “What kind of weather is there?”, “What does it look like?” and “Do you think that the author thinks these images are important to the story and why?” Although some students provided responses to the selected questions, student to student discussion was not evident in the lesson.